

ONTARIO DEPARTMENT OF EDUCATION

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OSADE/S

Ontario Secondary School Radio Broadcasts

OCTOBER 1966

MAY 1967

PROGRAMS PRESENTED BY THE
ONTARIO DEPARTMENT OF EDUCATION
IN CO-OPERATION WITH THE
CANADIAN BROADCASTING CORPORATION

FOREWORD

From The
MINISTER

An Invaluable Aid

A new school year with all its challenges to both teachers and students has begun. For the teachers, it will be another year of creating teaching situations and an atmosphere where learning experiences for young people are most effective. For the students, it will be a step forward along the road of learning in preparation for the day when they take their places in the community beyond the classroom.

Many audio-visual aids are available to enhance and enrich the on-going program in every classroom. One of these is radio broadcasts heard daily Monday to Friday throughout our province. This service is provided by the Ontario Department of Education in co-operation with the Canadian Broadcasting Corporation and its network of private stations. Their assistance is greatly appreciated and enables the Department to continue providing a service that has become an integral part of the educational system of Ontario.

Information about the 1966-67 radio broadcasts is included in this manual. You will note, I am sure, with keen anticipation, the continued scheduling of time-proven series of programs. Evaluations of these presentations indicate the wisdom of such a practice.

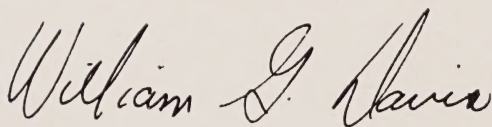
As in past years several series available through the courtesy of the British Broadcasting Corporation are included in the schedule. While these programs were not prepared specifically for listening in Ontario schools,

they do bring enriching and broadening experiences into our classrooms in a number of subject areas.

This manual includes the information concerning the Canadian Radio Broadcasts heard each Friday. These broadcasts are approved by a National Advisory Council to the Canadian Broadcasting Corporation. They are planned to present items of common interest and to foster pride in Canadian citizenship among the students across our great Dominion of Canada.

Two major changes in the scheduling of radio programs have been effected this year. Broadcasts will be aired in the afternoons instead of the mornings. This change was approved in order that our broadcasting would conform with a uniform time mutually acceptable to the Canadian Broadcasting network and the other Departments of Education across Canada. After a three-minute newscast over the network, school broadcasts will commence at 2:03 and continue until 2:30 p.m.

I urge you, then, to study the schedule of broadcasts as outlined in this manual, to choose the programs that will meet the needs of your students, to introduce each program with relevant information, to create a good listening atmosphere and to follow the broadcast immediately afterwards with related activities that will make the use of this medium of instruction a meaningful and worthwhile experience for everyone.

A handwritten signature in cursive script, reading "William G. Davis". The signature is written in dark ink and is positioned above the printed name and title.

MINISTER OF EDUCATION
August, 1966.

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Suggestions for Radio Listening and Effective Utilization

A school broadcast is not a substitute for teaching, but is intended to supplement and enrich classroom work. In consultation with classroom teachers, authorities in the various subjects dealt with have prepared the programs listed in this manual. Their success depends on the way in which they are handled by the teacher and students in the classroom. There are no hard and fast rules for using a broadcast: the teacher is advised to experiment on the basis of the suggestions given here.

CONDITIONS OF LISTENING

Remember that there is such a thing as good and poor listening. Listening is a faculty which can be encouraged by suitable surroundings and improved by practice. The physical surroundings of a broadcast include the set-up of the classroom itself as well as the quality of the sound that comes out of the loudspeaker.

Listening in a school auditorium or in a corridor has been found by experience to be less satisfactory than listening in one's own classroom. Distractions of all kinds, especially noises from outside, should be avoided. Movement inside the classroom during the broadcast should be kept to a minimum.

The radio receiver should be checked beforehand to make certain that it is in good working order. It should have a loudspeaker of sufficient size, with adequate volume, to ensure classroom listening without strain or distortion. Tune in early to the station carrying the program and adjust the volume to suit the ears of all present both at the front and the back of the classroom.

BEFORE THE BROADCAST

This manual gives essential information about each series as well as a brief outline of the contents of each individual program. It is recommended that the teacher study the outlines before the program to gain a clearer idea of how it can be related to the current work of the class.

Before the broadcast begins, the teacher should display any available pictures, maps or diagrams that are likely to help the pupils follow the program. New or difficult words or names that may occur in the program should be written on the chalkboard. When announcing the title of the presentation, the teacher should discuss its main theme and explain the reason for listening.

DURING THE BROADCAST

Not all students are naturally good listeners. Some learn faster with their eyes than their ears and vice versa. Some find it difficult to focus full attention on a loudspeaker; others are easily distracted from it. Generally, the class will reflect the interest and sincerity shown by the teacher in listening. Sometimes the teacher may find it helpful to make notes, but it is usually not desirable for the students to do so.

A broadcast should be regarded as a listening experience which is intended not so much to inculcate facts as to stimulate the imagination and widen the outlook and interests of the students. The teacher should closely watch the class reactions to the program to determine the most effective way of following it up.

AFTER THE BROADCAST

A good broadcast is rarely complete in itself. It needs a follow-up, by the teacher, to clinch its conclusion. Such follow-up may be completed during the same lesson period or extended over later periods.

It is a good idea to find out, right away, whether the broadcast was considered useful or not, and why. In this way you can train your students to listen critically and with discrimination.

A quiz or question-and-answer period is probably the commonest form of follow-up. But too rigid testing is liable to spoil the pleasure of listening.

Discussion of the content of the broadcast should arise naturally out of the interest shown by the class. If nothing obvious suggests itself, you can draw on the comments and suggestions given in the manual. These are likely to include suggestions for further reading, preparation of maps and scrap-books, art work and committee assignments for further investigation.

The impression left by most broadcasts can be made more vivid and lasting by the use of other audio-visual aids, usually at a later period. For example, Music broadcasts can be supplemented with phonograph records. Programs dealing with Social Studies (History, Geography and Current Events), Science and Literature can be supplemented with films, filmstrips and still pictures. The manual gives, after most series, a recommended list of some aural and visual aids.

Films bearing a code number may be obtained from the Audio-Visual Section, Department of Education, 559 Jarvis Street, Toronto 5, Ontario. Filmstrips, recordings and non-projected aids can be secured from the dealers listed in this manual. *Do not* apply to the Audio-Visual Section for these related aids. Recommended books are usually available at public libraries.

Guidance

INTERMEDIATE DIVISION (GRADES 9-10)

TUESDAYS, 2:03 - 2:30 P.M.

Over-all, the Guidance series is intended to establish both a practical and a philosophical framework within which subsequent study of educational opportunities and occupational planning can take place. Specifically in keeping with the general "Confederation" theme, the aims of the Guidance series are:

1. To bring together 1867 and to-day, by contrasting the educational and occupational opportunities then and now.
2. Through this contrast, to help the students to be aware of the fluidity of the occupational world and the need for flexibility of mind.
3. To encourage the students to think of themselves not as students of to-day, but as the Canadians of the future, with a responsibility to prepare themselves to become useful to society.
4. To help the students develop a recognition of the importance, in democracy, of self-starting and self-reliance.

1. *October 18* . . . THE CHANGING WORLD

This broadcast deals with the changes in jobs and professions from the past to the present, and the emergence of new crafts and new professional groups. The progression of job changes across the last century is reflected in modern times.

2. *October 25* . . . A PLACE FOR ALL

In this program the expansion of educational programs and opportunities which have developed in recent years will be examined. It is intended to emphasize the assortment of programs from which a student must choose.

3. *November 1* . . . PREPARATION FOR WHAT?

This broadcast emphasizes the necessity of preparing for an "all-purpose life", and therefore the value of generalized education, as well as any specialized training. The idea is presented that a person must be prepared for and capable of repeated adjustment to new or altered roles.

4. *November 8* . . . WHERE DO YOU FIT IN?

The final program presents the idea that each person can make a contribution of value to the community; therefore, he must assess his own qualities, both assets and liabilities, in order to be prepared for the task (or opportunity) in which his abilities are needed.

RELATED ACTIVITIES:

Before the first program, a period might be spent listing jobs that students know, from their reading or study, that have existed in the past and have now largely or entirely disappeared. They could be grouped in various classifications as "farm", "industry", "professional", "service or domestic". Students might be asked to find out from parents or other adults the jobs that now exist at their places of business that were not in existence when those adults first went to work.

After the first program, some examination could be made of some of the present-day jobs mentioned in the broadcast. If a few copies of a large city newspaper were obtained in preparation, advertisements for such jobs could be found in them. Monographs and other material from the Occupations file could be used for the discussion.

After the second broadcast, there should be a fairly full examination of the secondary school programs available in the community and some introductory discussion of the calendars of the nearest University, the nearest Technical Institute and the nearest Ontario Vocational Centre. These calendars should be obtained ahead of time.

After the third program there could be discussion to bring out the wide range of activities for which any one adult is responsible in his daily working, social, personal, and public life — to emphasize assorted responsibilities. The information and/or skill he would need for each responsibility should be considered.

After the fourth program, there might be discussion of the capacities needed in certain specific and well-known occupations, chosen for the obvious differences in their needs. This might be followed by discussion of how one might recognize the need of these capacities in oneself and then how one might work at developing it.

This Is Canada

INTERMEDIATE DIVISION (GRADES 9-10)

FRIDAYS, 2:03 - 2:30 P.M.

This series of 10 twenty-seven minute programs will attempt to present a lively, interesting picture of Canada to-day. The purpose of the series is to enhance the student's appreciation and broaden his knowledge of the country in which he lives. Each separate program will deal with one of the ten provinces of Canada, and will include material that will relate it to the other programs to provide an element of unity for the series. Both selection of content and mode of presentation will be determined

with a view to evoking a greater interest in, and a fuller understanding of, life in a particular province and its citizens.

The programs will include some factual material, dealing with such factors as climate, natural resources, vegetation, geology, geography, industry and agriculture — although not all of these will be included in every program. However, whatever contributes to the distinguishing characteristics of life in a particular province will be presented. Such material will not be given a *touristic* or *pedantic* treatment, but will be presented ‘impressionistically’ to create the illusion of *being there* and convey a *feeling of life* in the particular province being dealt with. In this connection, the special resources of the radio medium will be exploited with maximum effectiveness such as the ‘on-the-spot’ taping to bring into the classroom such sounds as the rustling of the waving wheat on the prairies or the crackling of snow at 30 degrees below zero.

Similarly, when treating the sociological aspects of life in a province, a documentary approach will be used as extensively as possible. On-the-spot interviews with inhabitants will bring the colour of local speech into the classroom and provide first-hand accounts of the role of ethnic groups, characteristic activities and occupations, and typical interests, including a survey of the cultural life of the province.

Interviews with children of the same age group as that for which the series is intended will constitute one of the most appealing features of the series.

Although the accent of the series will be on the contemporary, historical references will be brought in whenever these contribute to documenting the processes that have helped to shape the province into what it is to-day.

1. *October 21* QUEBEC
2. *October 28* NOVA SCOTIA
3. *November 4* ALBERTA
4. *November 18* BRITISH COLUMBIA
5. *November 25* ONTARIO
6. *December 2* PRINCE EDWARD ISLAND
7. *December 9* MANITOBA
8. *December 16* NEW BRUNSWICK
9. *January 6* SASKATCHEWAN
10. *January 13* NEWFOUNDLAND

RELATED AIDS:

FILMS

- SS-304 — *Physical Regions of Canada*
- SS-634 — *Trans-Canada Journey*
- SS-493 — *Portrait of Canada*
- SS-627 — *Ottawa, Canada's Capital*
- SS-599 — *History of the Canadian Flag and Coats of Arms*
- SS-441 — *The Atlantic Region*
- SS-559 — *My Island Home*
- SS-626 — *Nova Scotia Saga*
- SS-181 — *Newfoundland, Sentinel of the Atlantic*
- SS-212 — *Historic Highway* (Lower Canada)
- SS-213 — *Historic Highway* (Upper Canada)
- SS-218 — *Land of Blue Water*
- SS-209 — *Champlains of To-day*
- SS-396 — *The Great Plains*
- SS-513 — *Wheat Country*
- SS-566 — *Rocky Mountains: A Geographic Region*
- SS-485 — *Most Lovely Country* (British Columbia)
- SS-480 — *Location Niagara*

Senior English

SENIOR DIVISION (GRADES 11-13)

TUESDAYS, 2:03 - 2:30 P.M.

Because 1967 is Canada's one hundredth birthday, the seven Senior English Broadcasts will make some appraisal of its cultural maturity, as far as Ontario is concerned, as shown in its literature.

Until a country has built up a "literary geography", it really has no national culture. For example, the outsider about to tour Britain will plan to visit the Brontes' Yorkshire, Scott's Border Country, Dicken's London or Hardy's Wessex. The tourist to our neighbouring New York State looks for the locale of Cooper's Deerslayer and Last Mohican, the Rip Van Winkle hills of Irving's Hudson Valley, the Broadway of Damon Runyan or the Long Island of Walt Whitman.

But with what literary geography does Canada tempt the visitor from abroad? Hundreds of thousands visit L. M. Montgomery's Green Gables; considerably fewer, because of the distance, visit Robert Service's Yukon. What lies between these extremes?

For a long time Canada was best known for its wild animal stories, those of Ernest Thompson Seton and Charles G. D. Roberts especially. Even nowadays Farley Mowatt's nature lore is one of our chief literary exports. Perhaps the predominance of nature and wild life in our literature truly reflects a vast land relatively empty of people.

The two broadcasts devoted to the Poets of Confederation clearly reflect this circumstance.

The two programs which explore Ontario's first white settlement — the Jesuit town at Fort Ste. Marie (present-day Midland) — show a place inspiring a body of literature by which many outsiders know Ontario and a place to which they come seeking the Province's cultural roots.

The Sunshine Town of Mariposa, to-day's Orillia, has also become familiar to and beloved by the whole English-speaking world. One program deals with Mariposa and its creator, Stephen Leacock.

Two presentations deal with modern authors:

1. Earle Birney, whose poems of the Prairies, of Vancouver, and of the East Coast have enriched for his readers those parts of Canada which his verse has touched, just as his *David* has coloured the Rockies now for several generations of high school students.
2. Morley Callaghan whose stories of Montreal and Toronto, though those cities are never named, have gained great fame in the United States and Great Britain. For those who know Callaghan's two cities, a literary richness pervades the actual places.

1. *November 15 . . . PÈRE LALEMENT*

This program will look at the story that inspired Marjorie Pickthall's *Père Lalement*. The seventeenth century Jesuit Mission at Fort Ste. Marie (Midland, Ontario) will be discussed and readings from *The Jesuit Relations* —the source for nearly all the later literature on this subject—will be included. Teachers will find a variety of related literature at the Bookstore, Martyrs' Shrine, Midland, Ontario, for use with this and next week's broadcast. A suitable map of seventeenth century Canada would be useful in the classroom for follow-up discussions. Many students will have visited the Shrine and the Fort which is in the process of reconstruction for 1967 as a Centennial project. These students might report their experience to the class.

2. November 22 . . . BRÉBEUF AND HIS BRETHREN

This broadcast is a continuation of last week's, but the emphasis will be on the epic poem by E. J. Pratt, *Brébeuf and His Brethren*, which was written to celebrate the three hundredth anniversary of the founding of Fort Ste. Marie. The program will examine history transmuted into art—an examination which the class might continue to make through the reading of other parts of the poem.

The school library should contain *The Collected Poems of E. J. Pratt* (Macmillan). Two novels which deal with the same themes as Pratt's poem does, turning them to artistic accounts by many of the same devices that Pratt uses, are *Death Comes For The Archbishop* and *Shadows On The Rock* by Willa Cather (Ambassador Books).

3. November 29 . . . LEACOCK OF MARIPOSA

A discussion of Leacock's life and work will be centred around Mariposa. Brief illustrative readings from his writings will be included.

Stephen Leacock's summer home at Orillia, Ontario (the Mariposa of *Sunshine Sketches Of A Little Town*) is open from June 1 to September 1 for guided tours. The house displays Leacock's library and a number of interesting belongings including letters from Mark Twain and other famous persons with whom he corresponded. The director of the museum is Dr. Ralph Gurry, the author of *Stephen Leacock: Humorist and Humanist* (Doubleday, Toronto) a book which would be useful in the school library, as would *Sunshine Sketches Of A Little Town* and *The Leacock Roundabout* (McClelland and Stewart), a collection of Leacock's best humorous writing. These books are available from the Old Brewery Bookshop, Stephen Leacock Home, Orillia, Ontario.

Students who have visited the Leacock Home might report on it to the other members of the class.

4. December 6 . . . ARCHIBALD LAMPMAN

The Confederation Poets, or the Poets of the Sixties as they were sometimes called—all born in the 1860's—include Bliss Carman, Charles G. D. Roberts, Duncan Campbell Scott and Archibald Lampman.

This program, written by Canadian poet James Reaney, will deal with the inspirations and difficulties which this group experienced as young poets in a newly-formed and still largely backwoods country. Particularly the life of Archibald Lampman will be emphasized.

5. December 13 . . . DUNCAN CAMPBELL SCOTT

The subject matter and themes of last week will be continued in this presentation with particular concentration on the life and work of D. C. Scott.

Useful reference material for these two broadcasts include:

The Book of Canadian Poetry, edited by A. J. M. Smith (Gage)

Ten Canadian Poets, Desmond Pacey (Ryerson)

The Marks of Poetry, edited by A. J. M. Smith (McClelland and Stewart)

The Confederation Poets, (McClelland and Stewart)

A Suit of Nettles, James Reaney (Macmillan)

The Killdeer and Other Plays, James Reaney (Macmillan)

6. January 3 . . . EARLE BIRNEY

Earle Birney will read some of his poems which appear in high school anthologies—*Canada: Case History*, *Winter Saturday* and *Dusk on the Bay*—and two poems from his new book, *Near False Creek Mouth—For George Lamming and Transistor*.

Three grade 13 students will talk to Professor Birney about these poems and about *David*, which, though widely studied in the schools, is too long to be read on a half-hour program.

The teacher might profitably go over these poems with his class, before the broadcast, in order that the students can compare their own reactions to the poems with those of the three students on the program. A few copies of *Near False Creek Mouth* (McClelland and Stewart) should be available from the school library ahead of time.

7. January 10 . . . MORLEY CALLAGHAN

Morley Callaghan will read one of his short stories, *The Snob*, and discuss his work with the well-known critic, Nathan Cohen.

Morley Callaghan's novels and short stories have made him famous outside Canada, especially in the United States. Although they are set in Toronto and Montreal, their themes are universal rather than specifically Canadian and their un-named backgrounds can be taken as almost any American city. By writing in this way, Mr. Callaghan is able to remain in his native country, which scarcely has the population to support creative authors, and sell his Canadian wares in a foreign market. His three short stories, *The Snob*, *The Little Businessman* or *Luke Baldwin's Vow* and *A Cap For Steve*, each treat problems of adolescence and related moral issues.

Several of Morley Callaghan's novels are in print as is a collection of his short stories (Macmillan, Toronto). A thorough survey of his contribution to Canadian literature appears in the recent critical book *Oh Canada* by Edmund Wilson (Ferrar, Straus).

Christmas in Nova Scotia

FRIDAY, DECEMBER 23

2:03 - 2:30 P.M.

The annual program of special Christmas music comes from Sydney, Nova Scotia with a choir of approximately twenty-four Grades 8 and 9 girls selected from Park and Woodill Junior High Schools. The choir will be directed by Mrs. Mae Cameron, Supervisor of Music in the Sydney schools. The piano accompanist will be Mrs. Jean Taylor, also of the school music staff.

The program will include:

Joy to the World (2 parts and descant).

Rise Up Shepherd, an' Foller (2 parts) — American Spiritual,
arr. Ruth Heller.

Sing We Noel (2 parts) — French, arr. Richard Warner.

The Sleep of the Child Jesus (3 parts) — French Traditional.

Away in a Manger (2 parts) — arr. Geehl.

Hasten Swiftly (5 parts) — Slovakian, arr. Kountz and others.

Senior History

SENIOR DIVISION (GRADES 12-13)

TUESDAYS, 2:03 - 2:30 P.M.

These programs are intended primarily for senior high school classes. In particular, they are complementary to the Ontario Grade 13 History curriculum. They will attempt to place the Canadian provinces in perspective in relation to their role in Canadian Confederation.

The assumption is made that high-school students are generally not too much aware of the great differences in outlook, condition and history that exist from province to province and from region to region in Canada. They are heavily oriented towards the "ideology" of their particular province or region. In addition, in the study of modern Canadian history and politics, a heavy emphasis is placed on the activities of the federal government and on "national" questions.

At the present time, it is appropriate to balance this approach by indicating the complexities of a federal system and the great role of the provinces. The role of the provinces *vis-a-vis* the federal authority appears to be increasing and a number of important questions have come to the fore in recent years concerning such matters as national unity and regional disparities. These are not new issues, but they have been raised in a very strenuous fashion. It is a useful exercise to view what has been happening as part of a continuing historical process. The position of French Canada will require special attention in comparison with other areas.

The approach employed is one that stresses issues and problems primarily, although it does not neglect dealing with a number of distinctive personalities.

1. *January 17 . . .* FIRST PROGRAM

This broadcast will be concerned with two matters:

1. The historical evolution of the provinces.
2. The forces of regionalism and sectionalism that make for the continuance of a federal form of government.

The first part of the broadcast will deal with the position of the provinces at Confederation and the general view of their place in the Canadian political system. The reaction of the provinces to the new Confederation will also be considered. The growth of political maturity in the provinces will be the final subject in this part.

The second part will explore the nature of political regionalism and sectionalism in Canada. Here an historical approach will be used, since subsequent programs will continue this theme. The basic questions raised are:

1. How important are these forces?
2. How are they exhibited?

While some use will be made of straight narrative and some interview material, a considerable part of this presentation will be taken up with an examination of a number of incidents germane to these topics:

1. The comments in the *Confederation Debates* on the provinces.
2. The reaction of the province of Nova Scotia to Confederation.
3. The first Interprovincial Conference of 1887.
4. The general election of 1911 and Reciprocity.
5. The Great Depression of the 1930's.
6. The election of a Social Credit government in Alberta in 1935.

2. *January 24 . . .* SECOND PROGRAM

The second presentation will deal with another level of division in Canada—that between cultures. Here the significance and effects of the existence of an English and a French-Canadian society within the one federal political system will be considered. This cleavage will be viewed at first historically—what it meant at Confederation and how differences in attitudes were reflected in a number of events where the two cultures came into collision. It will be viewed, in the second place, in its contemporary context—how do various provincial politicians see this dualism and what are its implications for Canadian nationalism.

For this broadcast, several events can be employed to indicate the historical pattern—the Riel rebellions; Henri Bourassa's position in the Boer War and Naval Bill struggles; the Manitoba schools question; the French language question in Ontario schools during the First World War; the conscription crises in the two World Wars and the formation of a Union Government in the First. In addition, the views of provincial politicians will be used in analysing the present situation and significant differences of opinion.

3. *January 31 . . .* THIRD PROGRAM

In the third program the provinces' view of themselves will be presented. What are their major internal problems? What divisions exist *within* provinces? What tasks will they be required to face in the future? Are there issues common to all and are there others which are limited to particular regions?

While considerable use will be made of interview materials in this broadcast, part of the time will be taken up with a consideration of a number of events illustrating the points made—the Manitoban government's fight over railways; the British Columbian government's attitude to Oriental immigrants in wartime; the Winnipeg General Strike; the battle in Newfoundland over entry into Confederation; and others.

4. *February 7 . . .* FOURTH PROGRAM

The last broadcast is concerned with two matters. The first is the relationship of the provinces and the federal government. The attitudes of the provinces to the role of the federal government will be examined and the changing balance of power between the two levels of government will be described. The problem of constitutional change will be considered and such suggestions as "associate state status" analysed. Differences in the views of provincial politicians will be contrasted.

The second is a summary of certain general matters which seem likely to be of importance in the future. Consideration will be given to such problems as large versus small provinces and rich versus poor ones. Past, present and future proposals to remedy these problems will receive attention.

In this program, again, much use will be made of material from interviews. In addition, certain historical situations will reveal some aspects of the problem, the response of G. H. Ferguson, the Premier of Ontario, to the proposed Statute of Westminster; the clash between Mitchell Hepburn, the Premier of Ontario, and Mackenzie King; the dispute over grants to universities between Maurice Duplessis and the federal government.

RELATED ACTIVITIES:

Preliminary and follow-up topics for discussion:

1. Reasons for Confederation.
2. Problems in bringing about Confederation.
3. Nature of the B.N.A. Act — Sections 91, 92, 93, 95.
4. Immediate problems (1867-1900) facing the new Dominion.
5. Rowell-Sirois Commission.
6. Biculturalism: the problem to-day.

RELATED AIDS:

FILMS

SS-601 — *Macdonald, John A.*

SS-639 — *Canada Between Two World Wars*

FILMSTRIPS

<i>Constitutional Government</i> — N.F.B.	Source — National Film Board,
<i>You and Your Government</i> — N.F.B.	1 Lombard Street,
<i>Provincial Government</i> — N.F.B.	Toronto 1, Ontario.

NON-PROJECTED

BOOKS

Canada: A Political and Social History, McInnis (Rinehart)

The Government of Canada, Dawson, (Revised by Ward) (University of Toronto Press)

A Source-book of Canadian History, Reid et al, (Revised Edition)
(Longmans)

The French-Canadian Outlook, Wade (McClelland and Stewart)

The Economic Background of Dominion-Provincial Relations, Mackintosh (McClelland and Stewart)

The Life and Times of Confederation, Waite (University of Toronto Press)

Behind the News

INTERMEDIATE DIVISION (GRADES 9-10)

FRIDAYS, 2:03 - 2:10 P.M.

Although Behind the News is a series of current events programs, it is not a 'news' series in the generally accepted sense. Rather, its purpose is to provide suitable background for specific news events in order to aid the student in his understanding of their importance and place, both in the contemporary scene and in the development of history. Each broadcast will be centred on one current event of major importance. It is recommended that teachers have wall-maps and atlases available for reference during the broadcast.

The Story Of Confederation

INTERMEDIATE DIVISION (GRADES 9-10)

FRIDAYS, 2:10 - 2:30 P.M.

The programs of this series will dramatize the story of Canadian Confederation. Special emphasis will be placed upon the important, but little-known, contribution made by French Canada. The central figure will be the outstanding French-Canadian statesman, Georges Etienne Cartier, whose role in the Confederation deliberations will be the pivot of each episode. It is anticipated that the listeners will develop a new awareness of the work of French-Canadians in the creation of our Dominion and that an appreciation of the problems in French-English relations *then* and *now* will result. Debatable questions of historical and current interest will often be introduced for classroom discussion.

1. Was Confederation forced through mainly for the benefit of the English-Canadians in Canada West?

2. Is it true that the Fathers of Confederation made no effort to solve the language problem of Canada, but merely avoided the issue by freezing it into a geographical compartment?

1. *January 20* . . . THE MAKING OF A CANADIAN

Georges Etienne Cartier, descendant of Jacques Cartier, member of the old Quebec aristocracy and a participant in the Rebellions of 1837, is introduced in the first program. As his youth unfolds, we see clearly the developing attitudes of the French-Canadians to the British rule imposed on them after 1763.

2. *January 27* . . . DEADLOCK

Cartier is now a mature politician involved in the deadlock which developed in the Province of Canada after the Act of Union in 1841. Canada East, French in language and customs, Roman Catholic in religion, and Conservative in politics is shown in contrast to English Protestant, and Liberal, Canada West. Government comes to a virtual stop.

3. *February 3* . . . UNION — OR CHAOS

Intelligent leaders in both areas come to the gradual realization that some form of larger union may be the solution to their problems. Brown, Cartier and Macdonald decide to invite themselves to the Charlottetown meeting which has been called to discuss the possibility of a federation among New Brunswick, Nova Scotia and Prince Edward Island.

4. *February 10* . . . THE CONFERENCES

The scene is divided between the meetings in Charlottetown and Quebec. Cartier comes forward to express the French-Canadian viewpoint and insist on ample safeguards to protect the institutions and culture of his people.

5. *February 17* . . . THE GREAT DEBATE

The series reaches its climax in the great confederation debate in the Canadian parliament. Cartier's own people provide the principal opposition, motivated by the fear that they will be placed in a minority role in Confederation and that their race, religion and language will not be protected.

6. *February 24* . . . CANADA'S CONSTITUTION

The final broadcast will develop the creation of the British North America Act in relation to the special problems of Quebec.

RELATED ACTIVITIES:

Program 1

1. Use an historical atlas to investigate the size and extent of the British North American colonies before 1867.
2. Using one of the general texts, review the political history of French Canada from the Conquest to the Act of Union, 1841.
3. Begin a collection of newspaper and magazine articles on the French-English problem of to-day.

Program 2

1. Use a set of documents to examine Durham's Report and the Act of Union 1841.
2. Why was it hoped the Act of Union would satisfy both French and English colonists?
3. Write a short essay on the differences between Canada East and Canada West — in customs, religion and politics.
4. List the difficult elements in the relations of French and English in the 1840's and 1850's which are still found in Canada to-day.

Program 3

1. Collect pictures and biographical material on the Fathers of Confederation.
2. Determine the reasons why the Atlantic colonists were considering union.
3. Discuss the reasons why a wider union would offer a solution to the problems of British North America.
4. Explore the similarities and differences in the views of Cartier and Macdonald on the union.

Program 4

1. Prepare the text of a short speech which Cartier might have made in the discussions to express his ideas.
2. Why did the delegates from the Canadas come to dominate the Charlottetown Conference?
3. In what ways was the Quebec Conference particularly important for the French?
4. Which of Cartier's arguments do you think was most impressive to the other delegates?

Program 5

1. Prepare a digest of some of the important debates from *The Confederation Debates*, Peter Waite.
2. Make a list of significant quotations on the ideas of the French from the speeches of Cartier.
3. Were all shades of French-Canadian opinion equally well expressed in the discussions?

Program 6

1. Review the role of the British government in the passage of Canada's constitution.
2. Discuss the success and failure after 1867 of the B.N.A. Act with respect to French Canada.

RELATED AIDS:

FILMS

SS-586 — *Georges Etienne Cartier*

SS-555 — *Lord Durham*

SS-600 — *Louis Hippolyte Lafontaine*

SS-601 — *John A. Macdonald*

NON-PROJECTED

BOOKS

The Fathers of Confederation, "Chronicles of Canada" series, A. H. U. Colquhoun

Dominion of the North, D. G. Creighton (Macmillan)

John A. Macdonald (2 Vol.), D. G. Creighton (Macmillan)

French

SENIOR DIVISIONS (GRADES 12-13)

TUESDAYS, 2:03 - 2:30 P.M.

Following the practice adopted for this series, seven broadcasts of particular interest to students who are preparing for the Grade 13 examination in French will be presented. These programs will consist of dramatizations based on seven of the stories studied intensively from the prescribed text *Le Livre de Mon Ami* and will offer excellent experience in developing aural comprehension. A few copies of the notes for teachers will be forwarded to each school before the series begins.

1. *February 14* . . . LA DAME EN BLANC
2. *February 21* . . . LES ENFANTS D'EDOUARD
3. *February 28* . . . LA GRAPPE DE RAISIN
4. *March 7* LA GRAND'MAMAN NOZIÈRE
5. *March 14* LA RÉVÉLATION DE LA POÉSIE
6. *March 21* MADAME GANÇE
7. *March 28* L'OMBRE

RELATED ACTIVITIES:

To derive most benefit from these broadcasts, it is suggested that students should read and study the stories before listening to the programs. In this way they will become familiar with the general ideas contained in each broadcast as well as with the level of vocabulary. Each presentation will be followed by questions to further test the different levels of comprehension among their students.

When the value of the broadcasts as tests of aural understanding has been exhausted, teachers might wish to reproduce copies of the notes for each student. These could be used to further develop the incidents depicted in the programs and might be followed by a written account of the presentations by each student.

French

INTERMEDIATE DIVISION (GRADES 10-11)

TUESDAYS, 2:15 - 2:30 P.M.

This series of seven fifteen-minute programs chosen from Early Stages in French is presented through the courtesy of the British Broadcasting Corporation. Each broadcast will emphasize spoken French through a dramatized sequence in the lives of Madame Cambon, her daughter Veronique and her son Jacques. The family resides in Bourgogne, France.

1. *February 14* . . . LA LIBRAIRIE—PAPETERIE CENTRALE
2. *February 21* . . . UNE GRANDE DÉCISION
3. *February 28* . . . UNE JOURNÉE IMPORTANTE
4. *March 7* L'INCENDIE
5. *March 14* TOUT EST PERDU
6. *April 4* FÉLICITATIONS, JACQUES!
7. *April 11* BELLE ROSE

RELATED ACTIVITIES:

Students can be encouraged to participate in repeating words, phrases and sentences and singing the songs as presented in the broadcasts. In this way it is hoped they will find enjoyment and gain skill in understanding and speaking the French language.

Additional notes *for teachers only* will be forwarded to each school before the series begins. Copies of these notes may be mimeographed for each student to be used before, during or after the presentations if it is felt that this would be advantageous. The words of the songs to be sung could be put on the chalkboard. It is suggested that the drill devices used would continue between programs to increase the fluency of the students in listening to and speaking the French language.

RELATED AIDS:

FILM

L-7 — *A Paris*

Classics

INTERMEDIATE AND SENIOR DIVISIONS (GRADES 10-13)

TUESDAYS, 2:03 - 2:30 P.M.

What relevance has the study of the History of Rome, her literature and language, to the twentieth century? The points of similarity are striking. The Principate of Augustus, arising out of the assassination of Caesar in 44 B.C., was a period of violent dislocation of authority and property. The age is highly controversial, its literature magnificent and its great men greater with the passing of time. In many ways we may see ourselves prophetically reflected as we confront the great problems of our times; we may, too, discover an answer therein.

1. *April 18 . . . CUR FABULAE?*

Why make a myth? Let us examine the story of Aeneas in the light of Roman patriotism and religious belief. But can we leave such an examination there? Classes might consider whether or not we make myths to-day. Who are our modern mythological figures? JFK? De Gaulle? Do we have our own Aeneas?

2. *April 25* . . . CATULLUS POETA LYRICUS

A lyric poem—imagination, melody, emotion. It is individual and subjective because it is the personal expression of a personal emotion. The love lyrics of Catullus have never been surpassed for intensity of feeling and directness of expression. Through his poems let us try to find the man.

3. *May 2* . . . CATALINA ET NOVAE RES

In the consular elections of July 63 B.C. Cataline was again a candidate, this time without the support of Caesar and Crassus. He was defeated. He turned his back on politics and began to conspire with senators, knights, plebians, slaves and strangers to overthrow the state. Cicero took steps to preserve the state. The spirit of revolution does not die. Who are the revolutionaries of to-day?

4. *May 9* . . . AURIUS, SERVUS SERGII

The institution of slavery in the Roman Empire was one of the prime causes of its eventual downfall. We will take a look at the daily life of a young slave during these times. Can we consider slavery a thing of the past?

RELATED ACTIVITIES:

The following are suggestions that could be useful and interesting for students of Latin:

1. Discovering and marking words that are dactylic or iambic and keeping them for poetry writing.
2. Writing stories and short poems (not quantitative) to be passed around among classmates for criticism and discussion.
3. For honour classes above grade 11, it is an extremely fascinating activity to write Latin Elegiacs and Hexameters. The best book for this project is *First Latin Verse Book*, W. E. P. Pantin (Macmillan).

Teachers and students who are interested in reading twentieth century Latin poetry should obtain *Carmina*, Ugo Enrico Paoli, from Casa Editrice le Monnier, Florence, Italy.

This book contains over three hundred pages of brilliant Elegiacs and other metres on many topics.

RELATED AIDS:

NON-PROJECTED

BOOKS

Program 1

- A Handbook of Greek Mythology*, H. J. Rose, (E. Dutton and Co.)
Classical Myths that Live Today, Sabin and Magoffin, (Silver Burdett and Co.)
From Virgil to Milton, C. M. Bowra, (Macmillan)
Mythology, E. Hamilton, (Mentor)
Myths of the Greeks and Romans, M. Grant, (Mentor)
The Aeneid of Virgil, K. Guinagh, (Holt, Rinehart and Winston)
Twelve Olympians, C. Seltman, (Pan Books Ltd.)

Program 2

- Catullus and the Traditions of Ancient Poetry*, A. L. Wheeler, (University of California Press)
Catullus in the "Roman World Series", Smith and Melliush, (Allen and Unwin)
Catullus, Select Poems, F. P. Simpson, (Macmillan)
Poets in a Landscape, G. Highet, (A. A. Knopf)
The Poems of Catullus, H. Gregory, (Grove Press)

Program 3

- This was Cicero*, H. J. Haskell, (Fawcett Publishing Incorporated)
Cicero and the Roman Republic, F. R. Cowell, (Pelican Book)
The Roman Revolution, Ronald Syme, (Oxford)
Cicero's Orations Against Cataline, Loeb Classical Library, (Harvard University Press)

Program 4

- Daily Life in Ancient Rome*, J. Carcopino, (Penguin)
Everyday Life in Rome at the Time of Caesar & Cicero, Treble and King, (Oxford University Press)
Roman Life, M. Johnston, (Scott, Foresman and Co.)
Social Life at Rome in the Age of Cicero, W. W. Fowler, (Macmillan)
Spartacus, Howard Fast, (McLeod)
The Civilization of Rome, D. R. Dudley, (Mentor)

RECORDINGS

Catulli Carmina (record), Carl Orff, (Decca Records)

Virgil, Horace, Ovid, Plato and — Mario Casalini Ltd.,
Homer — two long-playing records 1519 Pine Avenue West,
with text in Latin, Greek and Montreal, P.Q.
German translation.

Readings of *Lucretius, Virgil, Ovid,* — Linguaphone Institute,
Catullus, Tibullus, Martial, Caesar, 901 Bleury Street,
Cicero and *Livy* — album of four Montreal, P.Q.
records with an accompanying hand-
book.

Daily Schedule of
Secondary School Radio Broadcasts

(It is suggested that this schedule be removed from the manual and displayed on a bulletin board in the classroom)

TUESDAY

<i>Title of Series</i>	<i>Dates</i>	<i>Time</i>
Guidance (9-10)	Oct. 18, 25, Nov. 1, 8	2:03 - 2:30
Senior English (11-13)	Nov. 15, 22, 29, Dec. 6, 13, Jan. 3, 10	2:03 - 2:30
Senior History (12-13)	Jan. 17, 24, 31, Feb. 7	2:03 - 2:30
French (12-13)	Feb. 14, 21, 28, Mar. 7, 14, Apr. 4, 11	2:03 - 2:15
French (10-11)	Feb. 14, 21, 28, Mar. 7, 14, Apr. 4, 11	2:15 - 2:30
Classics (10-13)	Apr. 18, 25, May 2, 9	2:03 - 2:30

FRIDAY—CANADIAN

This is Canada (9-10)	Oct. 21, 28, Nov. 4, 18, 25, Dec. 2, 9, 16, Jan. 6, 13	2:03 - 2:30
Christmas in Nova Scotia	December 23	2:03 - 2:30
Behind the News (9-10)	Jan. 20, 27, Feb. 3, 10, 17, 24, Apr. 21, 28, May 5, 12	2:03 - 2:10
Story of Confederation (9-10)	Jan. 20, 27, Feb. 3, 10, 17, 24	2:10 - 2:30

ONTARIO SCHOOL RADIO BROADCASTS

NETWORK

Beginning October 17th, school radio broadcasts will be carried by the Canadian Broadcasting Corporation stations listed below and by a number of private stations affiliated with the CBC network.

CBC programs are scheduled for presentation

2:03 - 2:30 p.m.

CBM Montreal

CBL Toronto

CBO Ottawa

CBE Windsor

Please CONSULT YOUR LOCAL STATION regarding coverage in your area.

The Department of Education is indebted to the Canadian Broadcasting Corporation and the private stations for the continued co-operation and support in carrying the regular school radio programs.

